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No. 1

# THE NORMAL JOURNAL

UNIVERSITY OF MICHIGAN  
23 NOV 1914



MILLERSVILLE STATE NORMAL SCHOOL  
MILLERSVILLE, PENNSYLVANIA  
1914

# Millersville State Normal School

Millersville, Pennsylvania

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ESTABLISHED APRIL 17, 1855

RECOGNIZED AS THE FIRST STATE NORMAL SCHOOL IN PENNSYLVANIA,  
DECEMBER 2, 1859

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## FACULTY

1914

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Supervisor in Model School

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# The Normal Journal

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VOL. XXVIII

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## On the Edge of the Great War

SARAH H. GILBERT

On the last day of July, 1914, we crossed the Spanish frontier to Biarritz, France, going from Burgos in northwestern Spain, where we had lingered a time to enjoy the beautiful Gothic cathedral. We had taken last a pleasant side-trip from Burgos out to Cartuja, an old Carthusian monastery, to which we went to see the most beautiful tombs in Spain, erected, in exquisitely carved designs, by Queen Isabella the Catholic for her father and mother. We had had an especially quiet day, first along the Paseo, the shaded promenade bordering the pretty river for some distance out from Burgos, then in the perfect seclusion of the great Order on whose members silence is imposed. The white-robed Superior, who was our guide through the monastery, listened with a faint interest to what we said of the world outside, of which he seemed to know very little, though he said with some pride he had been as far away as Marseilles. In parting, he said gravely, "I will pray for your safe return across the sea." I have wondered since whether they have yet heard in that quiet retreat of the cruel war rocking all Europe to the very foundations.

It was nearly six months before that I had landed in Naples, fortunately escaping just in time the severe snow storms at home and meeting sunshine and flowers in Italy. I had spent two weeks in and around Naples, including Pompeii, the dead city whose streets and dwellings, shops and theaters are just as they were when it was buried over eighteen hundred years ago, the coast drive to Amalfi, Sorrento, embowered in lemon-trees, and the isle of Capri with its far famed blue grotto. I had been down in Sicily a month, at Palermo, Girgenti, and Syracuse, with their present beauty and their wealth of historical associations, and longest at Taormina, whose rare charm high above the blue seas facing snowy Mount Etna nobody has ever successfully described and none of the artists that throng there ever truly painted.

Then my sister and her husband and I had spent six weeks in and about Rome and a little longer time in Florence. Then after Vallambrosa and the charming Italian lakes we had toured along the French Riviera, stopping now and again at Nice, Monte Carlo, Marseilles. We had made a rather rapid tour of Spain, including in our itinerary Barcelona, Saragossa, Madrid, Cordova, Seville. We were on the footsteps of Columbus, or noting the fine old Spanish cathedrals, or enjoying the unique beauty of the mosques and palaces that testify to the taste of

the old Moorish conquerors, notably the great mosque at Cordova and the Alhambra at Granada. We were looking forward next to a pleasant rest at some picturesque towns on the northern slope of the Pyrenees, some days in the gay French capital, a hasty trip to and across England and a voyage home from Liverpool.

Everything was changed over night. We were in the midst of war preparations, we found, when we came down to breakfast at Biarritz on August first, after a late arrival there the night before. The regiment from Bayonne, a neighboring district, had gone out at midnight—Biarritz soldiers would be taken next. We knew that we must leave at once if we could get away, or we might be held there many days for lack of train service, perhaps indefinitely if Paris should be quickly invested by the Germans. Our first need was money to buy railway tickets and we had very little, because we had just come from Spain and had purposely used up our Spanish pesetas to avoid loss in exchanging them for French money. The Credit Lyonnais, a large bank of many branches with which we had done business in many places before, was the first to which we applied to draw money on our letters of credit and we were refused.

It did no good to offer an American Bankers' cheque or even American gold—we could not get a single franc. All they could advise was that we should go back to San Sebastian, a Spanish town across the border, and try to get French money there. When we replied that we did not have the means they answered that we might hire an automobile and pay for it after we got there. Discouraged, we tried the only other bank mentioned on one of our letters of credit. We were refused again, but finally, after much expostulation, it was agreed that by an arrangement with Thomas Cook and Son's tourist agency, which had an office in the same building, they would give us, not money, but railway tickets on our drafts. With a little additional pleading we obtained the munificent sum of a pound, or twenty-five francs, each for the three of us for our expenses *en route*. While we had this chance we were wise enough to secure tickets all the way to London and not merely to Paris, and this was of great advantage to us later. The train *de luxe* on which we were booked left at eleven, so we saw of the beautiful little seaside resort of Biarritz not much but the view of the sea from the hotel windows and the fine coast walk we stumbled into by mistake in getting back from the bank.

We were about ten hours in traveling the eight hundred kilometres to Paris, through soldiers, soldiers everywhere along the route. Groups of them were waiting at the stations, clad in their picturesque red and blue uniforms, and parents, wives, sweethearts, and children were weeping good-byes over them. Some of the troops shouted and were gay in the mass; individually there was much sadness, and there were tears, tears among those left behind—five hundred miles of tears.

If that train has ever run since, it must have been manned by other officers, for all on it that day had one tale to tell, "Called to the colors at midnight." Our waiter on the dining-car had a sad farewell scene

with wife and babies at Tours when we passed through; our porter said, like Nathan Hale, "I have but one life to give for my country," adding, "It will take many lives." The harvest fields were golden with the ripe grain, some of it cut, but scarcely a worker could be seen. "It's the finest harvest we've had for twenty years," said a Frenchman on the train, "and nobody to gather it."

Arrived at Paris, we decided to stay over night rather than run the risk of meeting German cruisers or mines in the English channel in the darkness. People were getting away as fast as they could from the hotel to which we went and, though the service was much depleted, they gave us rooms and we waited on ourselves. A thunderstorm in the night wakened me with the thought of German bombs, but it was some weeks too early for such little amenities. We managed to get a little breakfast next morning and even a cab for the station, though the first one we secured was bought away from us.

We could not get very near the *Gare du Nord* on account of the great crowd there. Notices had been posted ordering all foreigners to leave or show their passports and register. There was a panic to escape the hardships and dangers of a possible siege. Our six pieces of heavy hand luggage were dumped down on the street and not a porter was to be had. The greatest mob was about the booking office and we were thankful we had secured through tickets to London at Biarritz. When the gates to the train-shed opened, we picked up our luggage ourselves and succeeded in getting through, partly through the pushing of those behind. My umbrella was decapitated, my hands were blistered, and I was in such a state of exhaustion that, once through the gate, I was forced to put my suit-cases down. A kind Englishman picked them up and carried them for me to a compartment where we got the last available seats, thanks to our having taken first-class tickets. Some fellow travelers in the compartment had rushed over from Germany the night before and said they had stood all the way.

Soldiers stood at guard along the tracks as we sped northward to the coast. We saw the beautiful facade and towers of a cathedral as we passed one place and knew it must be Amiens. Our tickets read to Calais, but we were taken to Boulogne, as the Calais-Dover route was not in use, owing to mines in the harbor of Dover.

There was another scramble to get on the channel boat connecting with the train at Boulogne, and many were left behind. We had no place to sit on the over-crowded little steamer except on our luggage on the deck. It took about two hours to cross and, as often happens, it became exceedingly rough. Many people were very seasick, but I heard nobody complain about it; everybody was thankful to be getting away and there was worry expressed only about possible mines and hostile boats. Once we shipped a huge wave that completely swept the deck. My chiffon-trimmed hat promptly collapsed and was a sorry sight afterward, but nobody wasted any regrets at such a time on damaged mill-

inery. Our trunks had been forwarded to England when we left Italy weeks before and so we had no anxiety about them.

We went right to London from Folkestone on landing. War had not yet been declared in England, but the tourist had anxious times, because all the banks were closed for several days during the printing of paper money of lower denominations than the five-pound note. The question of getting home was a serious one, too, for many steamship sailings were canceled, as the boats were taken over by the government for war purposes. Our stock of English money was one pound for the three of us. We lived at a hotel run on the American plan and during the moratorium no bills were presented. As some one said, a few shillings will last a long time if you don't spend any. When money was finally forthcoming at the banks it was at a fearfully high rate of exchange—over seven dollars for a pound. However, on adjusting our letters on this side, we found the American bankers had reduced that charge nearly two dollars.

We attended the first great meeting of Americans called at the Waldorf Hotel, London, to consider the situation, and we registered there to be on the waiting list for steamship passage if our sailings were canceled and with the thought that our names would be cabled to the American papers. Our own purses were too light to send personal messages to the home friends announcing our safety. We found crowds of anxious Americans everywhere, besieging the steamship ticket offices for information about sailings and the rooms of the American Relief Committee at the Savoy Hotel for all kinds of help. Some had fled from the Continent leaving all their luggage behind; others had their return passage paid on German boats that could not possibly sail, and they had no papers on which they could realize money for other tickets. To such as these the American Relief Committee proved a great boon. A committee of American women resident in London took special charge of all ladies that registered and were insistent on advancing me some coin of the realm when they read on the information blank I filled out how much depleted was the state of my exchequer. But we preferred to try to live on our few shillings till Messrs. Brown and Shipley, bankers, opened their doors. They did it kindly a day in advance of the time set by the government and allowed each clamoring creditor just five pounds, and that after standing in line a long time to get it. Those gold sovereigns looked as big and valuable to me as Dreadnaughts.

There was much exchange of experiences in the waiting crowds. The Americans that had come across the German frontiers had the most exciting tales to tell. They had been changed from one train to another—perhaps a cattle train—every few miles, or searched, or compelled to walk with what luggage they could carry between lines of armed soldiers, had stood in crowded cars, had gone without food and drink, had seen suspected spies summarily shot before their eyes, and had been in a general state of terror.

We had little spirit for sightseeing under the strain of feeling. The stock sights of London were old to us, and the great National Gallery was

closed on account of suffragette vandalism there. We were near the British Museum and visited it frequently, but on account of the malicious mischief the suffragettes had done there, my sister and I, like every other woman visitor, had to have a written guarantee of our good conduct and present it whenever demanded. We carried it in sight to avoid being asked for it at every turn. We were subject, too, to a search of our handbags for concealed missiles intended for the Elgin marbles or the Rosetta stone.

We were in London when war was declared. When Germany did not reply to England's demand that the neutrality of Belgium should be respected, at the expiration of the time limit, midnight in Berlin, eleven o'clock in London, England too was involved in the war. Crowds of anxious men were massed about the Parliament Buildings and in Trafalgar Square, and a mighty shout went up that sounded like the multiplied and magnified roar of an enraged lion. I was awakened by it a number of blocks away. Yet next day one was impressed with the fact that there was not much flighty enthusiasm of the kind that expresses itself mostly in wearing pennants and raising shouts. There was a certain grimness manifested that showed the English people were conscious of the sacrifice of blood and treasure likely to be required, a prophetic feeling that has already been sadly realized. The newspapers published War Extras almost hourly, but little of the news was official and there was no more actual knowledge there, outside the War Department, than in America. Yet there was scarcely any other news in the papers. The death of our president's wife I saw mentioned in but one of the great London dailies, an item of three or four lines crowded into an obscure corner. Watson and Kipling and Stephen Phillips stirred the pulses of the nation with their fine war lyrics, published perhaps as soon on this side.

We saw many soldiers by day and we heard of many more moved quietly at night. One evening we saw an endless procession of supply wagons pass which were said to contain a million rounds of ammunition.

The interior of the Parliament Buildings was not accessible on account of the special sessions there. Throngs continually crowded the great square in front, perhaps to see the king come out, and had to be kept moving, as we found on passing across to Westminster Abbey. I went to the Abbey a number of times. There, or in St. Paul's, was always a special chapel set aside for prayers of intercession. There were always throngs of American tourists in the Abbey, going about with their red-backed guide books. There were guides to conduct them to the chapels where lie many of the British sovereigns, the tombs most visited being those of Queen Elizabeth and Mary, Queen of Scots, on opposite sides of Henry VII's chapel. The Coronation chair, built over the famous Stone of Scone, had been battered somewhat by a suffragette since the last time I saw it. It gives an American mingled feelings to look upon the fine tomb of Major Andre in the nave. The Poet's Corner in the

South Transept, though somewhat of a crowded jumble of inharmonious marbles, is the most popular part of the Abbey with tourists, hallowed as it is with the greatest names in our literature from Chaucer down. Americans are pleased to see the good bust of Longfellow there "erected by the English admirers of the American poet." In the Chapter House is the fine stained glass window put up to the memory of James Russell Lowell. I went often to St. Paul's, whose massive proportions are exceeded only by St. Peter's at Rome, and once again I visited in the crypt the imposing tombs of the two heroes whose names were very often on English tongues those days—Wellington and Nelson.

There were special services of intercession at both Westminster and St. Paul's the first Sunday of the war, said to be most inspiring and impressive by those that attended. I went instead to the quiet Friends' meeting at Bishopsgate, almost in the heart of old London. The burden of trouble was very heavy there, too, on account of the war; while some Friends had been compelled to resign from government positions for conscience' sake, all were planning how to help the home land and show their patriotism by doing all they could in effective relief work and especially to spread the propaganda of peace at this opportune time. There was read that day an address to the English people a committee of Friends had prepared, stating their convictions and the attitude of the society. It was copied in the London papers afterward and commented on respectfully in spite of the intense war feeling that prevailed in general.

The small American Line boat on which I had passage engaged finally sailed on August 12, as scheduled, but alas! it was of British registry and had to float the Union Jack. It was just after the time when British liners had been chased on the Atlantic by German cruisers and there seemed much uncertainty about our procedure. The place of embarkation was suddenly changed at the last moment and we had to go far out from the center of Liverpool to a distant dock. Here we saw incidentally the dismantling and disguising of some fine White Star steamers for war cruisers. When taken on board after long waiting, we were not allowed to visit our staterooms till the passenger list had been examined and all Germans put off the boat. It worked a hardship for many; one weeping old lady said her home had been in Philadelphia over twenty years and she had been visiting in England only a short time, but she was a German citizen and the rule was inexorable. Some Americans that had perforce taken steerage accommodations quickly seized the opportunity of getting the places vacated by the Germans. One was a New York college professor, who told me he had three previous sailings engaged on boats that failed, then resigned himself to steerage.

We had no wireless apparatus till we were far west of Queenstown and then it was set up strictly for official use. The decks were kept dark at night and our port holes were shrouded. We were taken out of the regular course far to the north where it was very cold, the coldest passage I have had, even in mid winter. Though we encountered a great deal of fog there was sparing use of the fog-horn and once at night when it

was exceedingly dense the ship was stopped for some hours and the horn kept quiet altogether. We saw very few boats and there was a panicky feeling among the passengers when any sort of craft appeared. Once, when a ship was sighted, a woman rushed to the purser to get her valuables lest the Germans should seize them. An equally nervous man banged at the captain's stateroom one night when the moon peeped over the waters to warn him that a German warship was upon us. Cabin passengers were crowded in hastily improvised quarters in the hold that were not much better than steerage accommodations, and the upper decks and dining rooms were too full for comfort. We had no news all the way over, a deprivation in these days of the little steamer daily made up of items from the Marconi service. We were expecting to hear on landing of the great naval battle in the North Sea that has not yet happened. What we did hear down at the Delaware Breakwater was the death of Pius X and the western advance of the Kaiser's troops.

The peaceful shores of the Delaware looked more than usually attractive as we passed up the river on the morning of August twenty-third. One of our Millersville men in the United States Customs Service, Mr. S. W. Minnich, '89, came to the dock and kindly assisted me in getting through the Custom House formalities with expedition. There were fewer foreign purchases to declare than if we had not rushed through Paris with an over-night stop.

It was an experience to be even on the edge of the terrible war. Some one else with the experience said he would not have missed it for a thousand dollars or take it over for ten thousand. I heard many people say that they would never go to Europe again, their experiences had been so nerve-racking, and I doubt whether the tide of foreign travel will rise high again for many years. But, thankful as we are to be safe at home now, away from war's alarms, I believe that, when the fighting is all over and when the peace which we hope will be perpetual is ushered in, the spell of the old countries across the sea, with their scenery and art and romance and history, will surely lure the American there as before. For the present I am sure that all of us who were caught abroad when the war broke out and who have reached home in safety are supremely thankful to be on this side of the water now and thrice happy in our birthright as citizens of the United States.

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## Language in the Fifth Grade, Model School

NAOMI BAUSMAN

This lesson was assigned and taught by seniors of the present class. They have had no previous experience in teaching. Their aim was to have the children write in a few well-chosen sentences a good description. The class was told to write a short paragraph in which they described a fruit or vegetable so well that, without naming it, their classmates would be able to recognize the fruit or vegetable they had described.

## MAE MUSSELMAN

I grow on a small stalk. My coat is red. I have a green blossom. The farmers pick me in the spring. All my seeds grow on my coat. Everybody likes to eat me. Guess what I am.

## HARRY BOOK

I grow on trees. My coat is green. My pulp is yellow, with black seeds. I am ripe in the fall. I give poison to some people. I am like a banana.

## ESTHER WELLER

Here I am hanging on a stalk. My leaves look something like lilac leaves. Some of us are colored red, some green and others yellow. Some of us are round but others are wider at the top than at the bottom. We hang pointing downwards on the stem. We grow around here. Some people cut us up and put us in slaw. They also fill us and can us for the winter. We are ready to be picked around this time. Can you guess what my name is?

## ANNA KAUFFMAN

I am here in my dark home waiting for someone to come and dig me up. Today a little boy came and was digging at my neighbors. He dug several of them up to eat raw and I was wishing I could go with them. The frost has made my leaves yellow and they are falling off my stem fast. After several days someone will come and get me. They will put me with some others and pickle us. Then we will be put away until some winter day when they will be glad to eat us.

## FLORENCE BURR

Here I am in the ground. My leaves are red and green. Mybody is dark red with a thin red coat, and one long root. I am very good when made sour. Now can you guess what I am?

## CATHARINE HOSTETTER

Here I am on a large vine between the rows of corn. I am large and round, but my brothers and sisters sometimes have a long curved neck.

I have a yellow coat. I wish someone would come and pick me for if they don't, Jack Frost will nip me and then I will turn black. The next time you see me I will be in a pie, or you will see me on Hallow'een night.

Can you guess what I am?

## CARL

Here I am on the vine ripe and yellow. With yellow seeds and a yellow pulp. Soon I will be taken to market and I will be sold and taken home and be used for pies. I think all children like me. On the last night of October the little children scare their little friends.

## IDA M. GISH

I grow on real tall trees. I have a green skin. I look some thing like a pickle. I have a yellow pulp. I have large black seeds. I taste like a banana. I drop when I am ripe. Can you guess what I am?

## The Direct Method of Teaching Latin

LETITIA B. CLARK

Within the last decade the Latin department of all schools and colleges has been severely criticized because it is thought the educational value of the study of Latin has not been commensurate with the time and energy expended in it. This has resulted in an investigation of prevailing methods of instruction and an effort to make the foundation work more thorough.

Experiments, made chiefly in England, have resulted in the "Direct Method" of teaching Latin. By this method it is aimed to teach the language through the association of the Latin word with some object, action, or other Latin word already familiar. Verbs which can be illustrated by action in the classroom are taught first; as, *ambulo*, *scribo surgo*. The teacher says to his class "I am telling you what I am doing"; then as he walks across the room he repeats "ambulo" several times. Person and number are taught by action. A pupil walks about the room with the teacher who says "ambulamus," thus presenting the first person plural to the class. Blackboard drill and dictation work supplement oral work and check up wrong ideas and misspelling.

Nouns are taught by means of objects or pictures, the first being the names of objects in the room; as, *fenestra*, *sella*, or *creta*. Interrogative adverbs, adjectives, and pronouns, necessary in class conversation, follow. In the "Direct Method" imitation is an important factor and continuous drill is the means by which the pupil becomes master of inflection and vocabulary.

Translation from Latin into English finds no place in the first year work. Interesting stories are read in Latin which the pupils may be asked to summarize, or the teacher, by skilful questioning, may determine whether the pupil has gotten the Latin point of view.

Home work, consisting of Latin questions to be answered in Latin, is given only after careful class drill.

Where this method has been tried, interested, alert classes are the result. Latin becomes a living language having a significance of its own, by which real ideas can be conveyed. The most successful experiments have been conducted by Dr. Rouse, in England, where educational conditions differ slightly from those in the United States, hence American teachers have been a little skeptical of this method. However, a few are using the "Direct Method" now, but more are adopting some phases of it, particularly class conversation, which they combine with the old method. If the "Direct Method" proves as successful as its most sanguine advocates predict, the place of Latin in our schools is assured.

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## A Recent Discovery

H. JUSTIN RODDY

In 1901 I found some ellipsoidal limey stones on a sand bar in the Little Conestoga Creek about one mile west of Millersville. Giving them only a superficial examination, I concluded that they were the

ordinary rolled gravel stones to be found in any creek bed. But during the past summer (1914), a more careful scrutiny of the stones revealed that they are concretions indirectly caused by plants and that they exist in the above named creek in vast numbers and throughout its entire course. In one place there is a deposit of these concretions, covering fully an acre, to the depth of from seven to ten feet. They vary in size from peas to masses more than a foot in diameter. Their structure is laminated concentrically about a pebble or some organic matter as a nucleus. Their origin is due to the action of microscopic plants which, taking the carbon dioxide necessary for their sustenance from the water, cause the precipitation of lime carbonate. The discovery is considered by geologists of so much interest and importance to the science of Geology that they have urged me to present the subject in a paper before the Geological Society of America at its next meeting in Philadelphia. This I expect to do, though it will necessitate much experimentation as well as a careful study of the kinds of plants contributing to these formations. The reasons also for the growth of the concretions in the Little Conestoga and in no other stream in Lancaster County so far as can be found must be carefully determined. So far I have found that the Blue-Green Algae are the largest contributors to the formations, but that these plants are aided by at least seven species of diatoms and desmids, those wonderful and beautiful plants that are on the border of the plant and animal worlds. The discovery, perhaps, throws quite a light on the origin of the *nodular* limestones which occur in many regions of the world.

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### Some Recent Books on Education

In "The Country School," Homer H. Seerley discusses the advantages and disadvantages of country life, and the factors that make for the welfare of the rural community. The importance of making pupils understand that the school is a preparation for life and the importance of harmony of effort between teacher, patron, and pupil is emphasized. Ideal country schoolhouses and grounds are described with their laboratories and school gardens used in the study of agriculture. The problems of program, recitation, and class organization in general are considered. One chapter treats of the study of agriculture and what the study includes. It shows the importance of co-operation between the school and the home and that education should be preparation for real present day living. The author's view is that the spirit is the important thing in education and that the problem of the country school is social rather than pedagogical. (Scribner)—Jean G. Wilde, 1915.

"Better Rural Schools," by G. H. Betts and O. E. Hall, is a book which attempts to interpret the rising tide of interest in the rural school. It treats of all the important phases of rural school life. The demand for efficiency, the relation of the curriculum to efficiency, and the reorganization necessary in the curriculum are clearly brought out. About one-

fourth of the work is a discussion of the training of the teacher and the difficulties met by the teacher in the country school. Consolidation is discussed as the most important factor in the improvement of rural school education. The care and equipment of schoolhouses and playgrounds is shown to be a vital part of the educational system. The last two chapters are devoted to a consideration of the new outlook for rural education, how the desired ends may be accomplished, and the importance of the teacher's part. The book contains an excellent bibliography on rural life, also many good illustrations. (Bobbs-Merrill Co.)—Sarah Weaber, 1915.

"The Work of the Rural School," by J. D. Eggleston and Robert W. Bruere (Harper and Brothers), is of particular interest to teachers, normal school students, county superintendents, and parents. The author bases his plea for rural school improvement on the fact that to a very large extent the rural school controls the food supply of the nation. Practical suggestions are made for improving the hygienic conditions of the rural school. A democratic form of government is recommended for the school room as preparation for the government of state and nation. The rural school, it is seen, furnishes an excellent opportunity for vocational training in gardening, domestic science, and other branches. The advantages and disadvantages of consolidation and transportation are discussed. Trained teachers and supervisors are found to be as essential in rural schools as in city schools. There is a great demand for rural leadership and a splendid opportunity for the county superintendent to act as a helper, inspirer, organizer, and leader.—Dora Johnson, 1915.

"Play and Recreation for the Open Country," by Henry S. Curtis (Ginn), former president of the Playground Association and now supervisor of the playgrounds of Washington, D. C., cannot fail to be of value to every teacher, and most especially to the rural teacher. It deals with the subject of recreation from every standpoint: first, in the home for the small child, then, through the school life, and, later, in the various forms which are beneficial and, it would seem, necessary to the welfare of the adult. It points out the teacher's part in this system of play and recreation, both in the school and as a factor in the community, the part of the church, and the minister, and also the civic duty and possibilities of the social center. The book is well illustrated and gives much practical working information, which, if used, would increase the teacher's value in a country community.—Elisabeth H. Conard.

The Carnegie Endowment for International Peace has recently presented the Library with its Year Book for 1913-1914. The Carnegie Endowment, established in 1910 through the benefaction of Andrew Carnegie, has as its object the education of "public opinion regarding the causes, nature, and effects of war, the means for its prevention, a better understanding of international rights and duties, a finer sense of international justice, and a general acceptance of peaceable methods in the settlement of international disputes whenever justice and peace do not conflict." The work is divided in three parts: Division of Inter-

course and Education, under the temporary direction of Nicholas Murray Butler; Division of Economics and History, under the direction of John Bates Clark; Division of International Law, under the direction of James Brown Scott.—Helen A. Ganser.

"Handbook of Vocational Education" (Macmillan), by Dr. Joseph S. Taylor, of the class of '78, now district superintendent of the New York schools, has recently been published. Dr. Taylor has had very wide and varied experience. He treats the subject of Vocational Education in his Handbook from the somewhat historical view. After the introduction, he takes up in Chapter II "Industrial Education in Europe." Going into the theory of this type of education, he also speaks of industrial *versus* manual training. The other chapter headings are: "The Intermediate School," "Continuation Schools," "The Training of Vocational Teachers," "Vocational Guidance," "Apprenticeship and Compulsory Education."

This book contains much valuable information, not the least of which is "topics for discussion and investigation," in Chapter X of the book. We congratulate Dr. Taylor on his splendid effort in bringing together the various sources of information along lines of work in this particular department of education.

## Second Annual Field Day

IRA R. KRAYBILL

On Saturday, October 17, the Second Annual Field Day for Borough and Township High Schools of Lancaster County was held on the Normal School Campus. From two o'clock until six the various events followed each other in rapid succession. Track and field events were run off simultaneously on different parts of the field.

Fifteen schools participated, entering a total of one hundred and eighteen boys. The schools were divided into three classes according to their total enrollment. In Class A the following participated: Columbia, Maytown, Lititz, Ephrata, Elizabethtown, and Mt. Joy. In Class B the following were entered: West Lampeter, Paradise, Salisbury, Millersville Model, Upper Leacock, Christiana. Class C had two participants, East Drumore and Warwick. Columbia was allowed to participate, but not to score points, as their school is much larger than the others in Class A.

The winners of first place in the various events were awarded medals and those winning second and third places were given ribbons. The school winning most points in each class was given a beautiful silver loving cup. The cups were awarded as follows:

- Class A. Reisner Cup, Elizabethtown.
- Class B. Williamson Cup, Salisbury.
- Class C. Killian Cup, East Drumore.

Salisbury was also awarded the Shand Cup for winning most points in Class A or Class B. This cup is to be placed in competition each year until one school has won it three times. The cups were the gifts of friends of the school. Columbia was awarded special medals for winning the mile relay.

Summary (Exclusive of Columbia):

### CLASS A

100-Yard Dash—First, Engle, Elizabethtown; second, B. Groff, Elizabethtown; third, E. Groff, Elizabethtown. Time, 10 3-5 sec.

Running Broad Jump—First, Engle, Elizabethtown; second, Schrite, Mt. Joy; third, Groff, Elizabethtown. Distance, 17 ft., 10 in.

Running High Jump—First, Huntzinger, Maytown; second, Engle, Elizabethtown; third, Ephrata. Height, 4 ft., 11¼ in.

Mile Relay—First, Columbia; second, Maytown; third, Mt. Joy; fourth, Lititz. Time, 4 min., 7 sec.

#### CLASS B

100-Yard Dash—First, Bunn, Salisbury; second, Dickey, Millersville, and Frew, Paradise. Time, 10 4-5 sec.

Running Broad Jump—First, Bunn, Salisbury; second, Dickey, Millersville; third, Frew, Paradise. Distance, 17 ft., 8 in.

Running High Jump—First, Bunn, Salisbury; second, Dickey, Millersville; third, Raub, Quarryville. Height, 4 ft., 10 in.

Half Mile Relay—First, Millersville; second, Paradise; third, Salisbury. Time, 1 min. 48 2-5 sec.

#### CLASS C

75-Yard Dash—First, Haverstick, East Drumore; second, Eshleman, East Drumore; third, Enck, Warwick.

Running Broad Jump—First, Wolf, East Drumore; second, McClure, East Drumore; third, Haverstick, East Drumore.

Running High Jump—First, McClure, East Drumore; second, Wolf, East Drumore; third, Shoemaker, East Drumore. Distance, 4 ft., 4 in.

Half Mile Relay—First, East Drumore; second, Warwick. Time, 1 min., 55 sec.

#### ANY CLASS

12-Pound Shot Put—First, Bunn, Salisbury; second, N. Miller, Ephrata; third, Fry, Ephrata. Distance, 34 ft., ½ in.

Pole Vault—First, Dickey, Millersville; second, Frank, Maytown; N. Miller, Ephrata.

### Y. W. C. T. U.

#### AMANDA LANDES, PRESIDENT

In these days of temperance activity and temperance sentiment everywhere, our Y hopes to keep the fire burning more brightly than ever at the old Normal. We opened our year's work on September 17, with a tea given in Room R. It was well attended and greatly enjoyed.

We have planned two rich literary and inspirational treats for the fall term of school:

On October 17, Col. Geo. W. Bain, of Kentucky, gave us his wonderful lecture: "If I Had My Life to Live Over." Those of us who have heard this lecture were delighted to have our students enjoy it.

On November 22, we expect to have Mrs. Mary Harris Armor to speak in our chapel. The wonderful enthusiasm aroused by Mrs. Armor wherever she has been heard has aroused great expectations in connection with her lecture. The Union has undertaken rather a heavy financial obligation in connection with these two lectures, but we are sure our friends will not allow us to become bankrupt.

On Saturday, October 10, our girls sold sandwiches and ice cream to make money for a contribution to the W. C. T. U. work in the county.

Our officers for the year are:

President, Amanda Landes; Vice-President, Margaret Bradshaw; Secretary, Nellie Heppenstall; Corresponding Secretary, Dora Johnson; Treasurer, Sarah H. Gilbert; Musical Director, Letitia B. Clark; Flower

Mission Superintendent, Lilian Gherst; Literature Superintendent, Kathryn Millar.

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### Y. W. C. A.

GERTRUDE SCHMOHL, PRESIDENT

The primary purpose of the Young Women's Christian Association is to unite the girls of the school in loyalty to Jesus Christ, to lead them to accept Him as their personal Saviour, to build them up in the knowledge of Christ, that their character and conduct may be constant with their belief.

For this purpose our Association of one hundred and four members, twenty-five of which are new members gained this fall, holds weekly prayer meetings.

So that we all, new and old students, might better become acquainted, a reception was given by the Y. M. C. A. and the Y. W. C. A. September 26. Lately the Y. W. C. A. gave a marshmallow toast for all the girls and lady teachers, when a number of us walked to a nearby woods to enjoy a Saturday afternoon.

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### Y. M. C. A.

J. ROSS MILLER, PRESIDENT

The object of each college Y. M. C. A. is to build character in the student body. In furthering this aim, the Association at the Normal conducts two prayer-meetings each week. On Thursday evening, one is held in one of the boys' rooms. The program consists of singing, Bible reading, and a few short prayers. On Sunday morning after breakfast the boys assemble in Room B; the meeting is somewhat similar to the Thursday evening meeting, except that one of the students speaks on some definite topic. Every third Sunday evening the joint prayer meeting in the chapel is led by a member of the Y. M. C. A. We plan this year to have the boys discuss the lives of Old Testament heroes at these meetings.

On Wednesday evening each of the classes has a study period for the discussion of the lesson for the following Sunday in the regular Normal School Bible classes.

The social side is not neglected. Two receptions for the new students were held in the gymnasium this fall; one was for the boys alone, the other was a joint reception with the Y. W. C. A. After listening to several short and inspiring talks by members of the Faculty, the remaining time was given over to the making of new acquaintances.

In the early part of the year, Mr. Ehlers, the State Student Secretary, addressed the Cabinet. His visit was much appreciated by the members.

## NORMAL LITERARY SOCIETY

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The Fifty-Eighth Anniversary

H. JUSTIN RODDY

Color: Crimson

*Motto: "Fight for Truth and Right."*

The Celebration of the Anniversary with appropriate and, interesting literary and musical exercises forms a notable event among those of the school year at Millersville. Many loyal Normalites of past days return and these with the friends of the resident Normalites as well as friends of the school and the student body form an inspiring audience for those who are participants in the many features of the program.

The school grants the students a half holiday on the occasion and during this time the chapel is arranged and appropriately decorated for the occasion. The society's color and motto are prominently displayed; exotic plants and beautiful cut flowers adorn the rostrum; and everything possible is done to enhance the pleasure and profit of the audience for the evening. Committees of the Society plan every feature and the excellent program as well as other pleasing features showed the efficiency of the Committees' work.

At seven o'clock the doors of the chapel opened and the student body and many visitors assembled. From 7:20 to 7:45 the Normal Society orchestra played a series of selections. The orchestra consisted of the following persons and pieces: *First Violin*, Harry B. Baughey, Leader; *First Violin*, Walter Anderson; *First Violin*, Arthur Zimmerman; *Second Violin*, Naomi Pries; *Mandolin*, Charles Hull; *Flute*, Baxter Cramer; *Cornet*, Charles Kratzert; *Cornet*, John J. Stoe; *Trombone*, Harry Kratzert; *Trumbone*, Joseph Kramer; *Cello*, Russel Royer; *Pianists*, Miriam Hackman and Anna Gross.

Mr. Emmett Gherst, '99, acted as president and Miss Esta Youngman, '02, as secretary.

The president very fittingly welcomed the audience to the evening's exercises. He especially emphasized the valuable work done by the Normal Society in its regular literary programs.

The violin solos of Mr. Bensinger, of Pottsville, were notable features of the exercises.

The honorary address by the Rev. George Israel Browne, of Lancaster, on "A Message of Today," was essentially a plea for wider sympathies and broader loyalty. It was an eloquent presentation of his subject.

Among the many excellent features of the program were the piano solos of Miss Marion Chetwood Coursey, of the Piano Department, and the vocal solos of Miss Louise Mercy Crowell, Head of the Music Department. Their interpretations of the music showed their fine training and ability.

Miss Anne G. Craven, of Philadelphia, in "We Speak to Men" and "The Money Moon," gave excellent readings. She charmed her audience with the portrayal of interesting or notable literary characters.

The Normal Oration is always a pleasing feature of the anniversary program. This time it was especially excellent and timely. Its subject, "The Judicial Settlement of International Disputes," was delightfully and forcefully presented by George Ross Hull, who in a double sense may be called a son of the school. He was a student here as well as a son of one of its most distinguished teachers.

The Lyrian Glee Club, consisting of the following members: *Soprano*, Mary Haertter, Ruth Kell, Mary Killian, Edythe Moyer, Jessie Norris, Alice Patterson, Helene Pitcairn, Naomi Pries, Grace Rettew, Gertrude Schmohl, Florence Yost; *Alto*, Olive Davis, Miriam Gillespie, Anna Gobrecht, Mary Grosch, Elizabeth Holley, Beatrice Jones; *Tenor*, Harry Baughey, John Burke, Chester Lehman, Harry Jacobs; *Bass*, Walter Anderson, Vivian Evans, Charles Hull; Chester K. Lehman, *Leader*; Miriam Hackman, *Accompanist*; Louise M. Crowell, *Director*, next sang Schubert's beautiful "Serenade."

### The Page Literary Society

ANNA LYLE

The charter granted to the Page Literary Society was filed in the prothonotary's office, in Lancaster city, on June 22, 1858. The society was organized in 1856, two years before it was incorporated. So it has an existence of almost sixty years. It numbers among its members many people of note. There have been lawyers and statesmen, ministers and teachers, and physicians and men noted in science among those who helped in the past to make the Friday evening of each week an evening of value and interest to the students. Of eminent women, too, there have been more than a few. Today the society is active in trying to keep up the past record. There are earnest, purposeful young women and men in it, who are actively participating in its now bi-weekly meetings. During the present term, there have been very creditable debates, showing careful preparation, good recitations, some good orations, and some interesting referred questions. The music has been notably fine. The orchestra is under the leadership of Carl Reese, with Katharine Millar as pianist, assisted by Miss McPoland. Mr. J. Carlos Lopes, a young Brazilian, has been president. He is succeeded by Edgar Kehler, of Schuylkill county, Pa. The secretary at present is Ethel Bleichert, of Lebanon. Her predecessor was Nellie Heppenstall, of York county. The censor at present is Margaret Kern. She succeeds Gertrude Ganly. The active debators are John Hain, Ross Miller, Henry Graybill, Carl Reese, Warren Gish, Ruth Gilliland, Margaret Kern, Laura Hixson, Margaret Neely, Eleanor Work, Helen Herrick, Sallie Stober, Marian Schumacher, and others whom space will not permit our mentioning. There has been some beautiful piano work by Madeline Welchans, Mary Wagner, Marie McPoland, Elizabeth Greider, and Zita Leiden. Altogether, I think we are justified in assuring former Pageites, who did valiant services for their society when they were here, and who cherish a deep affection for it, that the present members are doing excellent work and are doing it in a spirit of zeal and loyalty.

# The Normal Journal

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Published by the Trustees of the State Normal School of the Second Normal School District of Pennsylvania.

Issued quarterly, in the months of November, February, May, and August. Designed to afford a means of communication between the Millersville State Normal School and the educational public.

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THE NORMAL JOURNAL is sent regularly to the members of the Alumni Association of the Millersville State Normal School, and to the superintendents of schools and others interested in education.

No subscription price is charged for THE NORMAL JOURNAL.

All communications should be addressed to P. M. Harbold, Principal, Millersville, Pa.

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## High School Credits

Students sent to our school by former graduates, high school principals, and teachers have fairly definite notions as to work required, studies to be taken each year, and time required for graduation. As a rule, graduates of a school are right good judges in this regard.

It ought to be kept in mind, however, that in 1903 a three-year course of study went into operation in Pennsylvania Normal Schools, and that in 1913 a four-year course was started, which has four full years of work with somewhat definite requirements for admission to the first year. The requirements for each year are set forth in terms of "forty-five minute periods" on pages 9 to 11 of our catalogue. To complete the course will require four years of solid work by students satisfying the entrance requirements.

According to a rule adopted by the Normal Schools of Pennsylvania, graduates of first class high schools (schools having an accepted four-year course) may be admitted to the third year of the four-year course; graduates of second class high schools (three-year course) may be admitted to the second year; and graduates of third class high schools (two-year course) may be admitted to the first year.

Academic work done in any accredited high school of Pennsylvania may be credited toward the Regular Normal Course; provided that this does not apply to Geography and History of the third year and Arithmetic and Grammar of the fourth year. However, no definite plan for crediting high school work has been agreed upon by all the schools, so we were obliged to work out what seemed a workable and just plan. No credit is given for work done in the elementary school.

When any student is "credited" for work done in an accredited high school, the high school record is recorded on our permanent record cards.

No examination under the faculty is required. This statement is made to remove any doubt in the minds of students or high school principals and teachers. Unless a subject is properly credited, it must be taken in class or passed on examination.

To find out just what a student did in his high school is the first step in any credit system. To this end a blank was prepared several years ago, which is still used with slight modifications. This blank is filled by the principal of the high school from which a student was graduated, with this certification:

*"I hereby certify that the foregoing statement is taken from the school records and is correct."*

Signature.....(Principal)

Date.....

Points of information called for on this blank are these: (1) Name of subject, (2) textbook used, (3) amount covered in pages, (4) weeks in class, (5) number of recitation periods per week, (6) length of recitation periods, (7) final grade in per cent. If a student has taken a subject such as Latin, Plane Geometry, or Chemistry, in regular classes as long as our requirement for the same subject, as indicated on pages 9 to 11 of our catalogue, credit will be given, provided the passing grade is high enough (usually 75 or above), and provided satisfactory laboratory work, with good notes, has been done, in the case of an experimental science.

To get full credit for work done, a student should have been in class the required number of periods of not less than forty minutes. This is the minimum standard set by the Carnegie Foundation. Our periods are forty-five minutes long.

For the purpose of making our credit system clear to our readers, we shall give below exact copies of students' records and credits.

Here is the *record* and *credit* of the Latin done by a graduate of a first class high school:

First Year Latin, Collar & Daniel, Complete, 36 wk., 5 da. per wk., 40 min., 95%	
	<i>Credit 1st Year Latin</i>
Caesar (4 books).....36 wk., 5 da. per wk., 40 min., 93%	
	<i>Credit 4 books</i>
Cicero (6 orations).....36 wk., 5 da. per wk., 40 min., 95%	
	<i>Credit 6 orations.</i>
Virgil (4 books).....36 wk., 5 da. per wk., 40 min., 93%	
	<i>Credit 4 books, take 2</i>

*Record of Graduate of a Third Class High School*

First Year Latin, Collar & Daniel, "all"....28 wks., 5 periods, 40 min., 80%	
	<i>Credit 1st Year</i>
Caesar (2 books) .....28 wks., 5 periods, 40 min., 90%	
	<i>Credit 2 books</i>

If a student has taken a subject for a shorter time than that required for full credit, part credit may be given. For example, here is the record of the work done in Rhetoric and Composition by a graduate of a third class high school:

Rhetoric & Comp., Hill's Rhetoric, 300 pp. . . . 16 wks., 5 days, 25 min., 80%  
*Credit 1 term*

The requirement of the Regular Normal Course is 160 periods of forty-five minutes each. Equating the above record, one-third can be credited, which in our school is one term (thirteen or fourteen weeks). The student will, therefore, be permitted to enter at the beginning of the winter (second) term, to continue in Rhetoric and Composition to the end of the year, or two terms. If a passing grade is attained by said student, this subject is fully credited on the records of the school; otherwise the subject must be taken up again, as directed by the teacher of Rhetoric and Composition.

The following is the record and credit in Mathematics of a student who was graduated from a first class high school:

Arithmetic, Ray's, Complete (Review) 38 wks., 1 period per wk., 40 min., 87%  
*Credit 1 term*  
 Algebra, Milne's, Through Quad. . . . 64 wks., 5 periods per wk., 40 min., 88%  
*Credit Algebra.*  
 Pl. Geometry, Wentworth's, 5 books, 50 wks., 5 periods per wk., 40 min., 65%  
*No Credit.*

The Regular Normal Course requires 100 periods of Arithmetic. The amount taken is approximately one-half of the requirement; hence a credit of one term. In the case of Plane Geometry, no credit was given because the grade made in the high school is too low, showing that the student's knowledge is deficient in the subject. Therefore the subject will be taken in the Normal School.

The foregoing plan, in force now in our school for the second year, makes no provision for students from unclassified high schools and good ungraded schools. For these a series of special examinations is conducted during the fall and spring terms.

It remains to be added that graduates of the elementary school, who have certificates of admission to accredited high schools, are regularly admitted to the A Preparatory division without examination. These are transferred to the first year of the Regular Course, whenever the teachers in charge of the preparatory studies recommend such transfer. For those who are unable to present any credentials, entrance examinations for admission to any class are held on the opening days of the fall and spring terms. Only a very small number come to our school without some record upon which they may be classified.

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## How the Course of Study is Carried Out

After a student has been regularly admitted to the Normal School, either on his high school record or by examination, his work is carefully planned by a member of the faculty appointed for that work. Twelve programme supervisors, members of the faculty, devoted their entire time during opening day to making students' programs and plans of

study. It is one of the most difficult tasks to plan a student's work for the year so as to give him a well balanced program from among the studies not credited for work done in his high school, and so as not to lose time in passing through the school.

Here is a general rule applied to all programs at the present time: A student may not have more than six *study-subjects* on his program when he enters, or at the beginning of a new school year. If he makes very good marks (A or B) during the first term, an additional subject may be added for the succeeding term. A subject like Drawing, Manual Training, or Penmanship, which does not require out-of-class study, may be added to the six study-subjects.

All regular classes recite four days per week, and the recitation periods are forty-five minutes long. A student will therefore be in recitations, requiring study and preparation, six times four periods, or twenty-four forty-five minute periods, or *eighteen hours*, per week. Assuming that each hour of recitation requires two hours of preparation, a student will be expected to study thirty-six hours per week. The total time of intensive school work then will approximate fifty-four hours per week. Adding to these the additional hours taken in physical training and non-study subjects mentioned above, it is evident that a student's time is fairly well occupied. Some students require more than two hours to prepare for an hour of recitation work, and others will attempt it in less time. We find that the students who make the best grades are those who consider the work of our school heavy. Every one knows this to be a normal condition.

The following is a tabulation of the Course of Study with number of periods to be devoted to each, and the number of terms required to complete the same, as the course is carried into effect in our school:

#### FRESHMAN YEAR

	No. 45 Min. Periods	No. of Terms
Algebra (through Quadratics).....	160.....	3
Arithmetic.....	100.....	2
Physical Geography.....	50.....	1
English Grammar.....	160.....	3
Ancient History.....	} 100 {	1
Medieval History.....		1
Latin (First Year), German, or French.....	160.....	3
Manual Training or Domestic Science.....	50.....	1
Vocal Music.....	50.....	1
Reading and Public Speaking.....	50.....	1
School Management and School Law.....	160.....	3
Orthography.....	40.....	
Physical Culture.....	(80).....	Alt. days

#### SOPHOMORE YEAR

	Periods	No. of Terms
Botany.....	100 . (double period)	1
Bookkeeping.....	50.....	1
Drawing.....	100.....	2
Plane Geometry.....	160.....	3

	Periods	No. of Terms
English History .....	100 {	1
Modern History .....		1
Cæsar (4 books), German, or French.....	160.	3
General Methods.....	160.	3
Rhetoric and Composition.....	160.	3
Zoölogy.....	50 (double period)	1
Physical Culture.....	(80)	Alt. days

## JUNIOR YEAR

	Periods	No. of Terms
Chemistry.....	160.	3
Civics and .....	80 {	1
United States History .....		1
Political Geography.....	80.	1
Solid Geometry and Trigonometry } or Geology and Astronomy.... }	160.	3
Cicero (6 Ora.), German, or French.....	160.	3
English and American Literature.....	100.	2
Methods in History and Geography.....	100.	2
Physiology and School Sanitation.....	80.	1½
Psychology.....	160.	3
Physical Culture.....	(80)	Alt. days

## SENIOR YEAR

	Periods	No. of Terms
Practice Teaching.....	160.	3 (200 pds.)
History of Education.....	100.	2
Arithmetic.....	50.	1
Grammar.....	50.	1
Methods in Arithmetic .....	100 {	1
Grammar (English) .....		1
Virgil (6 books), German, or French .....	160.	3
Physics.....	160.	3
Agriculture.....	100	(Weekly double period throughout the year)
Drawing.....	50	" " " "
Public Speaking.....	50	" " " "
Manual Training or Domestic Science.....	50	" " " "
Physical Culture.....	80	Alt. days

The school year consists of forty weeks, divided into three terms of thirteen or fourteen weeks.

It was stated above that classes recite regularly four times per week. The fifth day may be, and is, devoted to the students who need special help.

### Moving Toward the Front Line

A Survey of the Public School System of School District No. 1, Multnomah county, which includes the city of Portland, Oregon, shows that school men in the far Northwest are soon to catch the spirit of a new era. This Survey is considered one of the best made thus far. There are several very interesting recommendations which we shall quote here and which ought to find lodgment in the minds of those interested in the broader aspects of education.

"The wisdom of further maintaining the so-called teacher training courses in high schools, even to comply with the optional State law, is very questionable. . . . It would be very much better if all prospective teachers first graduated regularly from the high school and then spent two years in a good Normal School, making adequate preparation for teaching. . . . It is an almost necessary part of a teacher's preparation to go away from home for at least part of her training, to come in contact with other schools and other methods of work."

The reader will find a rather full review of this Survey in the Pennsylvania School Journal for September.

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An adjoining county in Pennsylvania has taken the forward step in requiring Normal School training as a necessary preparation for teaching. A neighboring city recently took the stand that those graduates of her high school who have taken special training for teaching shall have preference in the election of teachers. Both of these communities hope to, and will, improve their schools by strengthening the teaching force.

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Among the resolutions adopted by the Lancaster County Directors' Association at their annual convention, November 20, 1913, this one of special interest is found:

"Resolved, That we, the members of this convention, recommend that directors, in employing teachers, require the highest possible efficiency, with compensation in keeping with said standard."

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The WINTER TERM of fourteen weeks opens Monday, December 7, 1914; it closes March 19, 1915. The SPRING TERM of thirteen weeks begins Tuesday, March 30, 1915.

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We take pleasure in presenting to our readers Miss Maud E. Wyckoff, of Brooklyn, who has come among us as our teacher of Drawing. Miss Wyckoff is a Pratt graduate and had successful experience in a college in Texas.

Many of the readers of the JOURNAL will remember Mr. Dennis A. Sharkey, '13, as one of the boys who was always interested in clean manly sports. Mr. Sharkey has been elected physical director for the gentlemen. He has already made good headway in his fall work.

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### Millersville Graduates as High School Principals

Sometime during the spring of 1914, our friend and fellow alumnus, I. K. Witmer, owner and editor of the Lancaster "Inquirer," printed a list of high school principals of Lancaster county. In the list appear

thirty-five names. Lancaster county can boast of a goodly number of high schools which are accredited by the State Department of Public Instruction. Among the names as printed in Mr. Witmer's newsy paper are twenty-five Millersville graduates. In addition to these are two names of former students who were not graduated. Since the publication of these names another young graduate of Millersville was elected to one of the principalships.

The salaries of these principals, as printed last spring, ranged from \$75 to \$165 per month.

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## Alumni Notes

ANNA LYLE

We have recently read, with great interest, a clipping from the Baltimore Sun, giving some account of the work of J. L. Graybill, '06. Mr. Graybill is connected with the United States Department of Agriculture, and is employed in demonstration work. The article referred to gives an account of some work he has been doing in Baltimore county, Maryland. In co-operation with the Maryland Experiment Station and the Sparks Agricultural High School, he has been conducting tests of new varieties of wheat, has been teaching the farmers how to grow alfalfa successfully, how to spray and prune orchards, etc. His work is highly commended by farm experts. We are gratified that one who was a good student here should be making such a fine record in such a useful and noble vocation.

Rev. M. Mosser Smyser, '95, sends a most interesting account of himself and his work during the last few years. When the JOURNAL reaches its readers, he will be in Yokoto, Akita Ken, Japan. He has been in the latter country most of the time since 1903, when he went there as a Y. M. C. A. English teacher. His first work was in the city of Hagi. In 1907, he was transferred to Osaka, "a mighty city of 1,000,000 souls," he says, to teach in the City Commercial College. At this place he remained until 1909, when he returned to his native country. During his vacation in 1904 he was married, at the American consulate in Kobe, to Miss Carme Hostetter, who was then a missionary in Japan. His recent visit to America was for the purpose of seeing his aged mother, and to give his little daughter, Lois, an opportunity to spend a "few years among grass and flowers"—to give her a little taste of country life. Now, after a few years' residence as pastor in a church at Masardis, Maine, he returns to Japan, where he says the 15th of October will find him at work. May his work bring him rich rewards!

"The Rural New-Yorker" has an interesting article on "Home Economics in New Jersey." A picture of Miss M. Anna Houser, '01, accompanies the article. This tells us that Miss Houser took charge of the department of home economics in the New Jersey Agricultural College on September first. She is well prepared for her undertaking, and we augur for her great success.

When a copy of the Hagerstown, Md., "Herald," falls into our hands, we always expect to learn something about our friend, Dr. V. M. Reichard, of Fairplay. The issue of October first, announces that the Maryland Progressives, in their convention in Baltimore, unanimously nominated him as a candidate for United States senator. We congratulate him, and hope the voters of Maryland will give us the opportunity to congratulate him again, after the Tuesday next after the first Monday of November.

Some of the members of the class of 1913 are winning honors early. One of them—Miss Edna Habecker, of Millersville—wrote some suggestions concerning reading for farmers' children to Orange Judd Company, publishers of the "American Agriculturist," and was awarded fourth prize. The prize is a five years' subscription to that paper. We cordially congratulate Miss Habecker.

Mary Brecht Pulver has made her advent into the world of fiction writers.

A very pretty, interesting story, entitled "The Spring Lady," has just been placed on the shelves of the library of the Page Literary Society. Mrs. Pulver has been writing for Harper's Magazine and Everybody's Magazine for several years. These contributions have been in the form of blank verse and short stories. By those who have read them, they have been accorded very high praise.

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## Marriages

ANNA LYLE

Married—On August third, in Philadelphia, Pa., Miss Florence G. Chandler, to Mr. W. Dwight Wentz, '98.

Married—On September second, in Beirut, Syria, Miss Jessie E. Glockler, to Rev. Robert C. Byerly, '02. It may interest our readers to learn that the first ceremony was performed at the Anglo-American Church, and afterwards at the home of the bride.

It will be remembered that a notice in the JOURNAL of last August told of Robert Byerly having been ordained as a missionary minister in the Presbyterian church. Rev. Mr. Byerly and his wife will go into the missionary work in Eastern Persia. They would be there now were it not impossible to secure money at Beirut on the letters of credit which they carry. There is nothing that this appalling European war does not interfere with. When they do go our warmest wishes for great success will follow them.

Married—On September twelfth, at the home of the bride in Evanston, Illinois, Miss Alice E. Hussey, to Mr. Clarence R. Leland, '01. "At Home after December first at Evanston, Illinois," the cards read.

Married—On September the fifteenth, at Aberdeen, South Dakota, Miss Lucy B. Seiple, '99, to Mr. Joseph P. Parker. "At Home after October the fifteenth, Jordan, Montana" the cards announce. We

send our congratulations to Mr. and Mrs. Parker.

Married—On September the nineteenth, at Fawn Grove, Pa., Miss Martha A. Webb, '06, to Mr. Robert T. Strachan. Mr. and Mrs. Strachan will be at home after November first at Wallace, Idaho.

Married—On August the eighteenth, at Reading, Pa., Miss Sara Richter, to Mr. Walter B. Aierstuck, '10. These young people will set up their Lares and Penates at Millersville, Pa.

Miss Edna M. Mauk, '10, is now Mrs. Kingsbury and lives in Harrisburg, Pa.

Married—On September sixth, at her home at Holtwood, Pa., Miss Estella M. Bradley, '10, to Mr. Harry P. Carrigan. Their home will be on a farm in Southern Lancaster County.

Married—On October sixth, 1914, Miss Clara Lickel, '00, to Mr. George W. Blaine. The wedding took place in Duncannon, Pa., where the newly-wedded couple will reside.

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## Obituaries

ANNA LYLE

It is our painful duty to announce to our readers the death of John Morrow, '65. This occurred on August 16, at his home in Allegheny, Pa. Mr. Morrow identified himself with the schools of Allegheny as early as 1868, when he was elected principal of the Fourth Ward school. In 1882, he became superintendent of the public schools of Allegheny, and when the new school code was adopted he became an assistant district superintendent. An Allegheny paper, referring to his death, pays a fine tribute to him from which we briefly quote. "His administration as superintendent of the schools of Old Allegheny was quiet and unobtrusive, but very efficient. The schools were always very close to his heart. His actual personal knowledge of his teaching and pupils, and the value of their work, made him most useful in his position. During the last year a local honor was conferred upon him, in the naming of the Davis Avenue school the 'John Morrow School.' As long as Allegheny has schools, John Morrow will be remembered."

The Scranton "Times" records the death of Miss Jane Donnegan, '07. She died on August fifth after a very brief illness. She was a member of the faculty of the Technical High School in Scranton last year, and was re-elected for the coming year. After graduating here, Miss Donnegan entered Smith College, from which place she received the A. B. degree in 1911. She will be remembered here as a good, faithful student, and as a genial companion. We all mourn her sudden taking away and extend our sympathies to her bereaved family.

The announcement of the death of Mary W. McCulloch, '83, brought deep grief to her Millersville friends. Miss McCulloch died in the Pennsylvania Hospital, in Philadelphia, on July 27. How she will be missed in the circles in which she was wont to move! We cherish the kindest and most pleasant memories of her. She had a rarely winning, gracious

personality, that attracted to her many friends. We join with them and her bereaved family in mourning for her.

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## The Normal Notebook

SARAH H. GILBERT

The class of 1915 makes its bow to the world as the Senior class with a membership of one hundred and one.

The officers of the Senior class are: President, Edgar Kehler; Secretary, Mary Haertter; Assistant Secretary, Sallie Stober; Treasurer, Charles Leib; Vice-President, Harry Baughey.

The Senior class motto is "Mindful and Faithful," the class colors are maroon and gold, and the chosen flower the sweet pea.

The Editing Board of the Senior annual, the Touchstone, has been selected and has organized with the following officers: Editor-in-chief, J. Carlos Lopes; Asst. Editor-in-chief, Anna Gross; Business Manager, Charles Leib; Assistant Business Manager, Harry Baughey; Secretary, Helen Rothermel; Poet, Maurice Brackbill; Artists, Sarah Weaber, Nellie Heppenstall, and Dorothea Stegeman; Historians, Laura Hixson and Chester Lehman; Associate Editors, Mary Lintner, Bertha Lugan, John Hain, Daniel Rourke, and Anna Gobrecht.

The Junior class held their first meeting of the year on the evening of September 23 and effected an organization with the following officers: President, Carl J. Rees; Vice-President, Walter I. Anderson; Secretary, Alice Patterson; Assistant Secretary, Janet I. Sprenkel.

The Juniors have decided to adopt a class pin and appointed a committee to report on designs and prices: Misses Katherine McCulloch, Alberta Manifold, Margaret Fackenthall, and Messrs. Walter Anderson, Harvey E. Swartz, and Charles W. Hull.

There has been a pleasant change made from the old mechanical mode of dismissing from the dining-room by taps of the bell. Now the members of each table rise and pass out together when all at the table have finished eating. It saves much time and seems more homelike.

The tables are more attractively arranged in the dining-room than before. The outside rows are placed in east and west lines and the middle rows at right angles to these, serving to break up the old rigid formality of arrangement.

The Page Literary Society has the following officers: President, J. Carlos Lopes; Secretary, Nellie Heppenstall; Censor, Gertrude Ganley; Vice-President, Warren Hoenstine; Treasurer, Laura Hixson.

The officers of the Normal Literary Society are: President, Herman Osman; Secretary, Anna H. Gross; Critic, Mary Haertter; Vice-President, Charles Hull; Treasurer, Walter Anderson.

Ruth Hull, '12, who has been assisting in the school library for the last year and had the chief charge during Miss Ganser's absence in the summer, is at Pratt Institute, Brooklyn, this year, where she will finish the library course.

Our librarian, Miss Ganser, is ably assisted by two of the members of the Normal Faculty this year—Misses Lilian Gherst and Letitia Belle Clark.

"Read Carefully" heads some pertinent information and bits of advice printed on a neat little folder that was distributed to the students on registering. We quote the last two: "The school virtues—Regularity, Punctuality, and Courtesy." "To foster the spirit of cheerful study is the chief aim of school."

An innovation in electioneering was the presentation of the claims of the two literary societies by their respective presidents, Ralph Smith and Carlos Lopes, from the chapel platform at the close of the devotional exercises one morning soon after the opening of school.

The first football game of the season was played on the home grounds on September 26, our boys lining up against the Stevens Trade School. The decisive victory we gained, with a score of 20 to 0, augurs well for the future games under the management of the new coach and physical instructor, Mr. Dennis Sharkey.

The students assisting Mr. Symons in the book-room this year are Maurice Brackbill, Earl Hopton, and J. Ross Miller.

Anna Roddy, '12, returned to Goucher College as a Junior this year, and her brother, H. Justin Roddy, Jr., has entered Franklin and Marshall College with Sophomore standing.

Principal and Mrs. Harbold entertained the members of the school Faculty delightfully on the evening of September 11.

There has been a large new flag floating from our lofty staff since the opening of the school year. We like to see this national emblem above us, realizing especially now, when nearly all Europe is involved in a cruel destructive war, how good it is to live under the peaceful folds of the red, white, and blue. Death has exacted a heavy toll from the class of 1868, who gave the school the fine flag staff in 1893 in celebration of the 25th year of their graduation, but their patriotic gift remains an honor to their memory.

Little Elizabeth Symons was christened on the afternoon of September 20, in St. James's Episcopal church, Lancaster, by the Rev. Dr. Twombly. Miss Macrae and Miss Gilbert stood as sponsors.

There is a door-jamb in a room of the ladies' building on which was marked a year ago Elizabeth Harbold's height. She has gained just two and a half inches in the year. She celebrated her fifth birthday on October 10.

Esther Lenhardt, 1910, has gone to Philadelphia to take up a course of study at the National School of Elocution and Oratory.

Mrs. E. O. Lyte writes frequently to the school from Indianapolis, where she has established a home for Gilbert, who is in business there.

There are twenty little children in the kindergarten this year in charge of Miss Curry and her pupil assistants. There is a kindergarten training class of five girls.

The Sunday breakfast hour has been changed to 7:30 and the dinner

hour to 12:30, the latter change being made to accommodate the number of teachers and students that attend church in Lancaster.

Miss Helen Ganser, librarian, attended the meeting of the State Library Association at Galen Hall, October 15 to 17.

Miss Landes has moved into more commodious rooms on the first floor, Nos. 124 and 128, where she has more sunshine, more library space, and more room for her many committee meetings.

Chester K. Lehman, of the present Senior class, has been awarded the twenty dollar prize in the Normal School Essay contest conducted by the State W. C. T. U. The subject of the paper was "The Best Methods of Teaching Temperance in the Schools." Henry Myers, of the Model School, won the high school Temperance essay prize in the county of Lancaster.

Miss Gowans, who has gone to supervise drawing in the schools of Asbury Park this year, writes pleasantly of her new position.

The Lancaster County Fair was especially successful this year and teachers and students from the Normal helped swell the attendance. Among the former were Misses Curry, Duncan, Myers, Seyfert, and Wyckoff, and Messrs. Hess, Kraybill and Harbold.

Harry Metzger spent his two weeks' vacation in visiting his son, Charles, in Michigan.

Miss Landes's services as speaker and reciter are in demand for many public occasions. Some of the places at which she has addressed meetings recently are Birdsboro, Willow Street, Jersey Shore, and Marietta in our own state, and Rising Sun, Maryland.

Dr. Hull has helped organize a No-License League in York County. He is Treasurer of the Lancaster County league.

A few of the older members of the Faculty can remember when the present Republican candidate for governor, Martin Brumbaugh, sat on the benches as a student here and got his preliminary training as speaker on the floor of the Normal Literary Society.

Our next door neighbors, Mr. and Mrs. Abram Bausman, had a corn-roast and picnic in the woods of their near-by farm, "Thalheim," on September 25, and numbered among their scores of guests from far and near some of the Normal family.

The tennis courts usually have some occupants these pleasant afternoons, but there is scarcely as much enthusiasm over the game as one might expect, considering what pleasant and healthful exercise it affords.

The quaint sun-dial on the library building, gift of the class of 1879, has recently been cleared of ivy and repainted under the management of Mr. Baughey. "I mark time, Dost Thou" stands out now in bold relief below the smiling sun face and above the gnomon that throws the shadow on the figures that mark the hours.

Miss Clark comes back to us from her summer study at Columbia with fresh enthusiasm to grapple with the many problems that confronts the teacher.

"It's just a pleasure to go through these neat looking rooms," said

Mrs. Swan the other day, while making her usual inspection of the girls' building.

A good copy of the Madonna and Child from Andrea del Sarto's Madonna of the Harpies has been contributed to second hall by Miss Gilbert. She brought it from Florence, where the original hangs in the famous Uffizi gallery.

Miss Edith Davis Potter, former vocal teacher, stopped here recently on her way back to Lake City, Florida, where she resumes the position at Columbia College that she held last year.

"In the Vanguard" is the title of a short play by Katrina Trask from which Miss Landes has been reading to us for several mornings in chapel. It was sent here by U. S. Commissioner of Education P. P. Claxton, with the request to have it read before the school and its effect marked in spreading the propaganda of peace.

News has been received at the school of the death of Mrs. Wesley Brady, on October 5, at her son's home in Columbia. She was one of our nearest neighbors for many years here, the wife of a school employee, and known by many successive generations of students.

Scarcely a town in the United States but had some residents caught in Europe when the war broke out. Two from Millersville were Miss Whitmore, daughter of Rev. M. Whitmore, of the Reformed church, and Miss Gilbert, of the Normal Faculty, who were in Italy and France respectively.

Two members of the present Senior class are from South America: Ricardo Plaza of Esmeraldas, Ecuador, and Carlos Lopez, of Itaguy, Brazil. There are several other Spanish-American names on our school list.

Helen D. McCulloch, '09, Jane W. McCulloch, '09, and Mary W. McCulloch, '14, three sisters, are all teaching in the schools of Manor township.

Each Wednesday edition of the "New Era" contains a valuable educational page edited by Prof. Ira Kraybill, superintendent of the Model School. The last issue contained a list of helpful books on education reviewed by different Normal teachers. A previous one had a good article on "What our Rural Schools Need," contributed by Mr. Harbold. Another very timely contribution on "Nature Study" was from the pen of Mr. Roddy.

New fire alarm bells have been installed all through the dormitories, connected with a central alarm box in the office.

The school bell that calls us to work and to play once hung in the tower of the old Town Hall of Lancaster. Mr. Jonas Martin, of the Board of Trustees, gives us this interesting bit of information.

New baby boys in which many Millersville people are interested are a son of Mr. and Mrs. Homer Bowers, '12, and a son of Mrs. Myra Stover Breon, of the same class.

Over seventy girls attended the marshmallow toast given by the Y. W. C. A. girls in the beautiful Thalheim woods along the Little Conestoga on Saturday afternoon, October 3.

The walls of the entrance lobby to the chapel have been painted and decorated since last year.

The Christian Associations gave their usual reception to the members of the school early in the fall term. Light refreshments were served. Drs. Hull and Gordinier entertained us with witty remarks, Miss Landes recited, and some excellent music was furnished.

The lecture and entertainment course for the current school year has been partly arranged as follows:

Oct. 24. Ex-Governor Ashton C. Shallenberger, "An Evening with Burns."

Nov. 13. Marcus A. Kellerman Company, Concert.

Dec. 19. Charles F. Underhill, Dickens's "Christmas Carol."

Dr. Edward A. Steiner, "On the Trail of the Emigrant."

Other numbers will be announced.

The erect soldierly figure of Major M. F. Gherst, of Reading, is greeted with pleasure here. He and Mrs. Gherst, who is equally welcome, spent a recent week-end in Millersville. All their children call our school their Alma Mater and Miss Lilian has a position on the Faculty. Dorothy Gherst, '12, is a student at Wilson College. She has won a prize for an essay on Sidney Lanier and contributed some creditable verse to the college paper.

Seventy-one new books were added to the Library during the month of September. Forty-seven newly bound volumes of magazines were also placed on the shelves. Two more periodicals were added to our binding list: *The School Review* and *The Teachers' College Record*.

Dr. C. H. Gordinier, who is pretty well known to a good many teachers of this state and who has appeared before educational gatherings in other states, addressed the Punxsutawney city teachers in October. He is also on the program of some county institutes, among them being Juniata, Huntingdon, and Sullivan. During the past year Dr. Gordinier has spoken frequently for the Anti-Saloon and No-License Leagues.

It would be a good cure for any one with the blues to visit the jolly family of Mr. Symons's fine hunting-dog, Nellie. Seven lively puppies, six weeks old they are, tumble all over one another in innumerable antics sure to win a laugh from any beholder. They are domiciled at the stable, with a little out-door run adjacent, fenced in with wire.

The Philadelphia branch of the Alumni Association will hold its annual meeting and banquet on November 13. All graduates and former students desiring to secure tickets should correspond with the secretary, Miss Laura V. Whitcomb, 620 DeKalb Street, Norristown, Pa.

There are a few of the Faculty names in the Normal and Model School registers. Charles Hull is a member of the Normal School, Junior class. Velma Dilworth is in one of the Model School grades, and Elizabeth Harbold is enjoying happy hours in the kindergarten. Harry Baughey, Jr., son of Supt. Baughey, is a member of the Senior class.

We have a charming group of little folks in the Faculty families, too young for formal school life: Charles Gordinier, Eleanor and William Kraybill, Louis Oram Lyte, Mary Harbold, Elizabeth Symons, John William Palmer, and Harold and Donald Uhrich.

Edna Hipple, '15, entertained a quartette of Normal girls at her Marietta home over the week-end of October 2, taking them for a chestnut party to Round Top on Saturday. The girls were Nellie Sugrue, Bertha Lugan, Margaret Kohler, and Esther Oswald. The festivities included a dinner given by Mrs. Hipple in honor of the recent engagement of Miss Sheeler, of Lancaster.

Wellesley College students in Lancaster arranged for an evening at the Hippodrome Theater on September 24, for the benefit of the College Building Fund. Various reels portrayed the college buildings and the many student activities. It was well advertised here at the school and some teachers and students contributed to the large audience.

Happy and secure in our quiet school world we yet are stirred daily by the news of the awful war across the sea. On October 4 we complied with the president's request in praying for peace and we are planning to send a creditable contribution to the Red Cross work.

Ross Hull and his bride were visiting their parents, Dr. and Mrs. Geo. W. Hull over Sunday, October 4, and several of the school friends were invited to meet them. At a meeting of the Normal Society the previous evening, Mr. Hull, a member of the Dauphin county bar, made a most excellent speech in the general debate.

In the ladies' buildings the duties of the hall-teachers have been distributed among more teachers. Clio and Columbia halls on the fourth floor are in charge of Misses Ballard, Curry, and Wyckoff; Linden and Locust halls on the third floor have Misses Gherst, Conrad, and Johnson; Sylva and Vesta, the second floor, have Misses Gilbert, Clark, and Whitaker; and the first floor, Athena and Minerva, is served by Misses Ganser and Duncan.

Miss Crowell is having good success as director of the choir, shown by the unusual interest the members take in the choral work and their ready response to her musical ideas. She is an inspiration to the whole choir, consisting this year of thirty-six members. The sopranos and altos are especially strong and their voices blend with unusual beauty. The bass and tenor parts are well sustained, but a few more voices would be acceptable in preserving balance. However, the ensemble work is already better than it was last year. Miss Coursen proves herself a musician in every sense of the word, accompanying with unusual intelligence and sympathy. Among those taking solo parts are Margaret Bradshaw, Anna Gobrecht, Ruth Gilliland, Edna Hipple, Anna Rich, Gertrude Schmohl, Harry Baughey, and Chester Lehman. It may be permitted to say that our musicians present a pleasing appearance as they are ranged on the platform, gratifying doubly our esthetic sense.

There is an athletic committee of the Faculty to co-operate with student activities. It includes Messrs. Roddy, Symons, and Sharkey, and Misses Gherst and Conard.

Prof. Dilworth is manager of the football team, with Ralph Smith as assistant. The physical instructor, Mr. Sharkey, is coach, and Warren Hoenstine is captain. Prof. Hess coaches the second team, and is manager of the basketball team during the winter term.

The line-up of the football team is as follows:

<i>Varsity</i>	<i>Places</i>	<i>Scrubs</i>
LEIB.....	Left End.....	SHOFFSTALL
DIVELY.....	Left Tackle.....	KILGORE
BADDORF.....	Left Guard.....	MILLER
HOENSTINE.....	Center.....	KREIDER
SMITH.....	Right Guard.....	TEITRICK
YOUNG.....	Right Tackle.....	WALTER
FRY.....	Right End.....	MARTIN
SHERTZ.....	Quarterback.....	SHENBERGER
LOPES.....	Left Halfback.....	KEHLER
HAIN.....	Right Halfback.....	CARL
DRUMM.....	Fullback.....	HENRY
Substitutes—BURGARD, KRAMER, KINTZER, COLEMAN, BURKE		

The work in Biology and Agriculture has taken a step forward by the using of double periods to facilitate the laboratory work. Water has been brought into the laboratory and soil bins constructed, together with tables suitable for experimental work, so that much of the time will be spent in manipulating and observing the practical side of the courses under this department.

Miss Elizabeth Taylor, long time principal of the Model School, visited here not long since on her way from New York to California, where she is now residing, at Oakland.

Some old students of the school that have visited us this term are: Elizabeth Preston Griest, '71; Evangeline Coates Harper, '73, Seattle; Ella Mauger, '73, Olney, Pa.; Ellen Smith Griest, '79; Sarah Waples Cooper, '89, Fort Washington; Mr. and Mrs. John H. Landis, '74; Roy Claycomb, '13, Tome Institute; Anna Barr Lutz, '91, Washington; Dr. Howard Witmer, '02; Blanche Bonine, '98; Pauline Erisman and Helen Dietrich, '14; Claude Beck, '14; Wm. Leitzel, '13; Samuel Stayer, '13; Laura V. Whitcomb, Norristown; John Myers, '96; Wm. Hall, '13; Anna Lehman Wenger; Katherine Griel; Laura J. Falck, '81; May Hull Chrostwaite, '99; Ross Hull; Sylvia Adams Happer, '95; Mabel M. Trout, '11.

A small but valuable collection of fossils and minerals from South America, Southern Asia, and Western North America has been presented to the School for the museum by Mr. Christian Kirchner, of Lancaster, Pa. The collection was made by Mr. Kirchner himself while traveling in the regions named. They will be especially valuable in the teaching of Geology.

The family of the late Andrew M. Frantz, Esq., of Lancaster, has contributed many important papers to the school archives. Mr. Frantz rendered valuable service to the Normal as Secretary of the Board of Trustees from its foundation to his death on New Year's Day, 1912, and was probably better acquainted with its business policy than any other person, using his wise judgment in placing and keeping it on a good financial foundation.

Mr. Chas. Resser, 1911, is assisting Dr. Wolcott, of the Smithsonian Institute, and was with him all summer on a collecting tour in the Northwest getting valuable material for our great national museum.

# Millersville State Normal School

Millersville, Pennsylvania

## FACULTY

(Continued from Second Cover Page)

LOUIS McJ. LYTE, Ph. B.,  
Geography

C. L. STAPLES, A. B., Ph. D.,  
Psychology and Pedagogy

LESTER R. UHRICH,  
Bookkeeping and Penmanship

MISS HELEN A. GANSER,  
Librarian

MISS EVA C. BALLARD,  
Manual Training

MISS ELISABETH HUGHES CONARD,  
Physical Culture for Ladies

MISS ELSIE M. R. WHITTAKER,  
Arithmetic and Algebra

MISS EUPHAN W. MACRAE, A. M.,  
History and Pedagogy

MISS ANNA DUNCAN, A. B.,  
German and French

MISS LOUISE M. CROWELL,  
Voice Culture

MISS MARION C. COURSEN,  
Piano

MISS BERNICE CURRY,  
Kindergartner

DERL HESS, B. S.,  
Agriculture

MISS LILLIAN JOHNSON,  
Primary Supervisor

MISS MAUDE E. WYCKOFF,  
Drawing

MR. DENNIS A. SHARKEY  
Physical Culture for Gentlemen

MISS GRACE E. SEYFERT,  
Office Secretary



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